

RELATIONSHIPS & SEX EDUCATION (RSE) POLICY



Blundell's

FOUNDED 1604

RELATIONSHIPS & SEX EDUCATION (RSE) POLICY

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POLICY AMENDMENTS

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RELATIONSHIPS & SEX EDUCATION (RSE) POLICY

LEGISLATION & REGULATORY FRAMEWORK

1. This Policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - a. Equality Act 2010;
 - b. DfE Keeping Children Safe in Education (KCSIE) (2024);
 - c. DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019);
 - d. DfE National Curriculum in England: Science Programmes of Study (2015);
 - e. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019; and
 - f. Children and Social Work Act (2017).
2. This Policy should be read in conjunction with the School's:
 - a. Safeguarding Policy;
 - b. Anti-Bullying Policy;
 - c. Curriculum Policy; and
 - d. IT Acceptable Use Policy

RATIONALE & ETHOS

Statement of Principles

3. RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, lifestyles, diversity and personal identity. We understand that the lives of our pupils are becoming increasingly complex as they navigate social and moral challenges, and we recognise that this has been further challenged by their in-person and online lives becoming less distinguishable from one another. Whilst the challenges of this are significant, we also recognise that this also brings new opportunities young people have previously not had. We therefore include pupils' online lives as a standard consideration with the delivery of RSE.
4. We believe that RSE is a key vehicle for promoting equality, inclusion and social justice in all fora. Our RSE is designed to promote equality through challenging stereotypes and also challenging sexism and sexual harassment in schools, whether online or in-person. We take these issues seriously and ensure that we embed content on equality throughout the curriculum. We are also committed to an RSE that makes every pupil feel valued and included by designing a curriculum that is relevant to them.

5. We are mindful of the SEND Code of Practice 2014 when planning for this subject. We view the partnership of home and school as vital in providing the context of our RSE programme and are in close communication with parents via Academic Forums, PSHE workshops, Parent Fairs and email communication. We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE. We ensure our RSE at Blundell's fosters gender equality and LGBTQ+ equality by seeking to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

OUR GENERAL APPROACH TO RSE AT BLUNDELL'S

6. The general approach, as with all PSHE learning, is to provide students with age appropriate factual information on different aspects of relationships and sex education, reflecting the school's Christian values and the law, to build a solid moral foundation for future decisions. RSE is taught within an open, questioning, safe environment based on trust, respect and communication. We believe it is important for students for the following reasons:
 - a. The universal entitlement of young people to live safe, fulfilled, healthy lives, both in-person and online.
 - b. They need to make decisions every day that will affect their lives
 - c. They will access the information in other, less reliable, ways if we don't provide them with the full range of information in an accessible, non-judgemental manner.
 - d. The foundations they learn in school will determine how they act in the future which will affect their self-esteem, and their mental and physical wellbeing and that of their families.
 - e. To maximise their ability to form long-term meaningful relationships and be happy with their decisions in the long term.

AIMS OF RSE

7. To give the students factual information and a strong moral foundation on which to base their own decisions about relationships in the future, for their own physical and mental wellbeing.

OBJECTIVES OF RSE

8. The purpose of RSE lessons is to provide knowledge and understanding on all types of relationships whether intimate or not; the opportunities and risks they pose; along with the fundamentals of safe and healthy relationships, based on love and respect. We explore the values and responsibilities of stable family life, which includes the responsibilities of parenthood, marriage, civil partnership or other types of committed relationship. We encourage the development of positive attitudes, communication, conflict management and equality within healthy relationships. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- a. Recognise the difference between experiences that characterise healthy relationships and those that are distorted or harmful;
 - b. Recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;
 - c. Realise their health (including sexual health), wellbeing and dignity;
 - d. Build self-esteem and self-worth;
 - e. Explore and value their personal identity and sexual orientation, and the personal identity/sexual orientation of others;
 - f. Understand family structures, committed relationships and the legal status of different types of long-term relationships;
 - g. Understand and make sense of the real-life and online issues they are experiencing in the world around them;
 - h. Manage and explore difficult feelings and emotions;
 - i. Consider how their choices affect their own wellbeing and that of others;
 - j. Develop as informed and responsible citizens; and
 - k. Understand and ensure the protection of their rights throughout their lives.
9. We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected sex and reducing harmful behaviour, including sexual harassment and form of sexual violence

VALUES

10. RSE teaching will reflect the school's Christian values, set within the context and norms of our wider community and society in the 21st Century, in consultation with the wider parent body. At Blundell's we actively promote, without prejudice, the importance of stable relationships, of marriage and of the wide variety of family lives. We adhere to Department of Education guidelines on promoting fundamental British values as part of SMSC in schools.

ROLES & RESPONSIBILITIES

11. The Board of Governors is responsible for:
- a. Approving this policy; and
 - b. Monitoring the implementation of this policy.
12. The Head is responsible for, and may delegate through the Second Master:

- a. The overall implementation of this policy, i.e. ensuring the RSE curriculum is well-led, effectively managed and well-planned;
 - b. Ensuring parents are informed of this policy on an annual basis;
 - c. Reviewing requests to withdraw pupils from non-statutory elements of the RSE curriculum;
 - d. Discussing escalated withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education;
 - e. Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal;
 - f. Encouraging parents to be involved in consultations regarding the school's RSE curriculum; and
 - g. Reporting to the Governing Board on the effectiveness of this policy and the curriculum.
13. PSHE and RSE Education at Blundell's is underpinned by five key principles. It will be:
- a. Delivered thematically across the school;
 - b. Delivered via an age-appropriate spiral-curriculum;
 - c. Underpinned by training & development;
 - d. Be up to date; and
 - e. Be informed by best practice & be research led.
14. To ensure that RSE at Blundell's delivered this, the Head of PSHE is responsible for:
- a. Reviewing this policy on an annual basis;
 - b. Overseeing the delivery of RSE education;
 - c. Working closely with colleagues in related curriculum areas to ensure the RSE education curriculum complements, and does not duplicate, the content covered in national curriculum subjects;
 - d. Ensuring parents are provided with the RSE policy and the planned topics for the year, and that parents are communicated with when changes are made or feedback/communication is advantageous and beneficial;
 - e. Ensuring the curriculum is age-appropriate and high-quality;
 - f. Ensuring the continuity and progression between each year group;
 - g. Ensuring that changes in the external environment are reflected in RSE teaching;

- h. Reviewing changes to the RSE education curriculum and ensuring their implementation;
- i. Ensuring teachers are provided with adequate resources to support teaching of the curriculum;
- j. Monitoring the learning and teaching of RSE education, providing support to staff where necessary ;
- k. Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training;
- l. Organising, providing and monitoring CPD opportunities in the subject, helping to develop colleagues' expertise in the subject;
- m. Ensuring the school meets its statutory requirements in relation to RSE and health education; and
- n. Monitoring and evaluating the effectiveness of the subjects and providing reports to the Senior Leadership Team.

CURRICULUM DESIGN & DELIVERY

What is RSE?

- 15. Sex and Relationship Education is a significant element within the PSHE curriculum. It includes a wide range of areas, starting with awareness of one's self and self-esteem, investigating relationships with friends and families, and how special relationships can develop into sexual relationships. It includes personal development through puberty, elements of sexual relationships, sexuality, pregnancy and parenthood. It also looks into breakdowns of relationships, mental health and physical sexual health.
- 16. This is summarised by the DfE's guidance as follows:

"Give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships". (DfE RSHE Guidance, p25)
- 17. RSE lessons in PSHE will complement other subjects e.g. Science, Drama, RS, IT, and English. The Senior School curriculum is aligned with the Blundell's Prep School to allow for recap and follow on of prior knowledge for a smooth transition into Year 7.

Learning Outcomes

- 18. When discussing relationships and sex our students will be able to:
 - a. Know and understand the information;

- b. Be able to make informed choices that reflect a healthy attitude and strong moral compass;
- c. Understand their rights and the law;
- d. Know where to access sexual healthcare and advice in and outside of school; and
- e. Understand their responsibilities, to themselves, to each other and to their families and the wider community.

Teachers

19. RSE is taught by a team of PSHE teachers and at times by nurses from the Medical Centre. We draw on resources from the PSHE Association, the NHS and elsewhere. The curriculum will complement lessons taught in Science. Outside speakers will also address different year groups. Outside speakers are clearly briefed prior to teaching students, and their resources are seen by the Head of PSHE. Teachers receive training in how to deliver RSE effectively both from the Head of Department and also external experts.

END

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